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ABSTRACT

A taxonomy for use in data gathering was developed and adapted. There are three types of activity in community service programs: (1) those designed to assist community members who are seeking to improve their own lives, (2) those designed to assist existing community organizations in establishing cooperative alliances to meet community-wide needs, and (3) those designed to procure or coordinate the human and material resources required to implement an effective program. A designated administrator from each of 12 colleges rated the scope and quality of current implementations of community services functions in their respective colleges. Responses are given in tabular form. Faculty response focused on the degree of relevance faculty members might assign to various functions. These responses are also given in tabular form. Results indicate that conditions for increasing development of community services are favorable. (CK)

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A STUDY OF COMMUNITY SERVICES DEVELOPMENT

AND

POTENTIAL IN SEATTLE AREA COMMUNITY COLLEGES

WITH

IMPLICATIONS FOR INFORMATIONAL SYSTEMS

BY

JC 730 263

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November 30, 1970

I. Defining Community Services Functions

In a recent national study, an associate Dr. Gunder Myran has sought consensus for an appropriate definition of the term "community services." After analyzing responses from 192 staff members involved in community services programs, he has extracted the following definition:

> Community services are those action programs of the college, undertaken independently or in cooperation with other community groups and agencies, which direct the educational resources of the college toward serving individual, group, and community needs.

In an earlier effort to clarify the range of activities included in community services, the writer developed a taxonomy of community services. This taxonomy* was adapted for use in data gathering in the Seattle area study. (The instruments are attached in the appendices.)

Stated in the simplest form possible, there seem to be three types of activity in the community services programs: (1) those activities designed to assist community members who are seeking individually or through informal groups to improve their own lives; (2) those activities designed to assist existing community organizations in establishing cooperative alliances to meet community wide needs; and (3) those activities designed to procure or coordinate the human and material resources required to implement an effective program. In short, the comprehensive community services program concerns itself with Individual Development, Community Development, and Program Development in an arena that includes the campus but extends well beyond it.

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* For fully defined taxonomy and survey instruments see appendix.

II. Self-Appraisal of Current Programs

The Directors of Community Services or a designated administrator from each of the twelve colleges were asked to rate the scope and quality of current implementations of community services functions in their respective colleges. If a given function had not been implemented they were asked to estimate the need for the function.

A typical classroom grading scale was employed as follows:

Rating Symbols	Scope	Quality
A - (5 points)	Very Broad	Very Good
B - (4 points)	Broad	Good
C - (3 points)	In-Between	In-Between
D - (2 points)	Limited	Poor
E - (1 point)	Very Limited	Very Poor

By assigning equal importance to scope and quality it was possible to add the point totals for each function and derive a self-estimate of adequacy. Furthermore, by assuming that a reasonable level of adequacy (self-rated, of course) was reflected by a combined score of seven or more on a 10 point scale, it was possible to determine the number of colleges which achieved self-rated levels of "adequacy" for each of the various functions. Admittedly such a devise can only give a very rough idea of current development within the consortium.

Table I indicates the number of colleges with a self-rated "adequacy" of seven (C+) or better. Examination of the table indicates that the majority of colleges in the Seattle area consortium have rated themselves as at least "adequate" in implementation of only six functions. Though these ratings do not indicate the probability of highly developed programs, it represents a nucleus of development from which a comprehensive program can be achieved in a relatively short period of time.

TABLE I

NUMBER OF COLLEGES WITH SELF-RATED
ADEQUACY SCORES OF SEVEN (C+) OR BETTER

Individual Development

Community Guidance - Providing community members with opportunities for self-discovery and development through individual and group counseling processes; e.g., aptitude-interest testing, individual interviews, career information, job placement, family life, etc.	5 colleges
Educational Extension - Increasing the accessibility of the regular courses and curricula of college by extending their availability to the community-at-large; e.g., evening classes, TV courses, "weekend college," neighborhood extension centers.	8 colleges *
Educational Expansion - Programming a variety of educational, up-grading and new career opportunities which reach beyond the traditional limitations of college credit restrictions; e.g., institutes, seminars, tours, short courses, contractual in-plant training, etc.	5 colleges
Social Outreach - Organizing programs to increase the earning power, educational level, and political influence of disadvantaged; e.g., ADC mothers, unemployed males, educationally deprived youth, welfare recipients, etc.	4 colleges
Cultural Development - Expanding opportunities for community members to participate in a variety of cultural activities; e.g., fine art series, art festivals, artists in residence, community theatre, etc.	4 colleges
Leisure Time Activity - Expanding opportunities for community members to participate in a variety of recreational activities; e.g. sports instruction, outdoor education, summer youth programs, senior citizen activities, etc.	6 colleges*

* Represents a majority of the eleven reporting colleges

TABLE I
(continued)

Community Development

Community Analysis - Collecting and analyzing significant data which reflect existing and emerging needs of the community; and which can serve as a basis for developing the community service program of the college; e.g., analyzing census tracts, analyzing manpower data, conducting problem oriented studies, identifying roles and goals of organizations, etc.	1 college
Inter-agency Cooperation - Establishing adequate linkage with related programs of the college and community to supplement and coordinate rather than duplicate existing programs; e.g., calendar coordination, information exchange, joint committee work, etc.	4 colleges
Advisory Liaison - Identifying and involving (in an advisory capacity) key members of the various subgroups with whom cooperative programs are being planned; e.g., community services advisory council, ad hoc advisory committee, etc.	3 colleges
Public Forums - Developing activities designed to stimulate interest and understanding of local, national and world problems; e.g., public affairs pamphlets, "town" meetings, TV symposiums, etc.	4 colleges
Civic Action - Participating in cooperative efforts with local government, business, industry, profes[illegible]3, religious and social groups to increase the resources of the community to deal with major problems confronting the community; e.g., community self-studies, urban beautification, community chest drives, air pollution, etc.	6 colleges*
Staff Consultation - Identifying, developing, and making available the consulting skills of the faculty in community development activities; e.g., consulting with small businesses, advising on instructional materials, designing community studies, instructing in group leadership, laboratory testing, etc.	5 colleges

*Represents a majority of the eleven reporting colleges

TABLE I
(continued)

Program Development

Program Management - Establishing procedures for procuring and allocating the physical and human resources necessary to implement the community services program; e.g., staff recruitment, job descriptions, bugetary development, etc.	5 colleges
Public Information - Interpreting programs and activities of community services to the college staff as well as to the community-at-large and coordinating releases with the central information services of the college.	6 colleges*
Conference Planning - Providing professional assistance to community grouos in the planning of conferences, institutes and workshops; e.g., registration procedures, program development, conference evaluation, etc.	5 colleges
Professional Development - Providing opportunities and encouragement for staff members to up-grade their skills in program development and evaluation; e.g., professional affiliations, exchange visitations, professional conferences, advanced graduate studies, etc.	9 colleges*
Facility Utilization - Encouraging community use of college facilities by making them readily accessible by facilitating the scheduling process, and by designing them for multi-purpose activities when appropriate; e.g., campus tours, centralized scheduling office, conference rooms, auditorium design, etc.	8 colleges*
Program Evaluation - Developing with the staff the specific objectives of the program, identifying sources of data, and establishing procedures for gathering data to appraise the probable effectiveness of various facets of the program; e.g., participant ratings, attendance patterns, behavioral changes, program requests, etc.	2 colleges

*Represents a majority of the eleven reporting colleges

From Table II, we can see that more than half of the respondents attached considerable significance to ten of the eighteen functions. (Those marked with an asterisk (*) denote functions which were rated as adequately implemented by the majority of Directors.) It would appear that administrators are not so enthusiastic about Civic Action or Leisure Time even though these functions are adequately implemented in the majority of the colleges. It was interesting to note the extent to which administrators attach importance to Program Development functions (III). All but one of these functions (Conference Planning) were seen by the majority as "of primary importance." It was also apparent that administrators attach importance to linkages with community agencies and institutions through use of advisory personnel and cooperative activities. These are two of the key functions in establishing any Community Development program. Certainly one gets the general impression in Table II that the administrators favor a well-managed program of Individual and Community Development activities. While one might expect Educational Extension and Expansion to receive high rankings, it was most encouraging to note that nearly two-thirds of the administrators also attached primary importance to Social Outreach programs.

IV. Faculty Response

The responses from faculty were focused on the degree of relevance they might assign various functions and the degree of interest they might express toward personal involvement in activities pertaining to each function. The faculty rating sheet excluded the Program Development functions since these functions were focused on the administrative processes of the program rather than the content of the program

The number of faculty responses received from each college varied considerably. It was encouraging to note in Table III that more than half of

TABLE II

RANK ORDER OF IMPORTANCE OF FUNCTIONS AS PERCEIVED BY 101 SEATTLE AREA ADMINISTRATORS

	Of Primary Importance (N)	Of Secondary Importance (N)	Of Limited Importance (N)	No Response
Educational Extension* (I)	88	11	2	0
Educational Expansion (I)	77	20	4	0
Program Management (III)	68	24	9	0
Social Outreach (I)	62	28	11	0
Program Evaluation (III)	62	28	11	0
Facility Utilization* (III)	60	34	5	1
Professional Development* (III)	60	30	11	0
Advisory Liaison (II)	59	28	14	0
Public Information * (III)	58	35	8	0
Inter Agency Cooperation (II)	58	30	10	3
Community Guidance (I)	49	38	14	1
Community Analysis (II)	43	36	21	1
Civic Action * (II)	40	48	13	0
Cultural Development (I)	39	48	9	5
Staff Consultation (II)	37	47	17	0
Public Forum (II)	33	55	12	1
Conference Planning (II)	22	52	27	0
Leisure Time * (I)	21	57	21	3

* Rated at seven or better by at least six of the colleges.
I Individual Development Functions
II Community Development Functions
III Program Development Functions

TABLE III

NUMBER AND PERCENT OF FACULTY RESPONDENTS FROM EACH COLLEGE (OR COLLEGE DISTRICT)

	Faculty Respondents	Full-time Faculty Fall 1970
College I	59 (91%)	65
College District V	130 (92%)	142
College II	19 (68%)	28
College III	63 (74%)	85
College IV	72 (60%)	121
Seattle District	146 (51%)	243
College V	76 (54%)	142
College VI	25 (32%)	77
College VII	24 (23%)	104

the faculty were represented in the sample from every college but one. It cannot be assumed that the sample is adequately randomized to reflect the full opinion of each faculty. Failure to return rating sheets always reflect undetermined attitudes. Failure to reach some potential respondents may add to a bias in the sample. It was planned that the instrument would be administered at the first faculty meeting in the fall but it was apparent that this goal was not achieved in several instances.

While there was considerable variation in the level of response from each faculty, it seemed that translation of response patterns from each faculty into percentages with subsequent use of median percentages might help to offset some of the limitations inherent in uneven response patterns from the institutions.

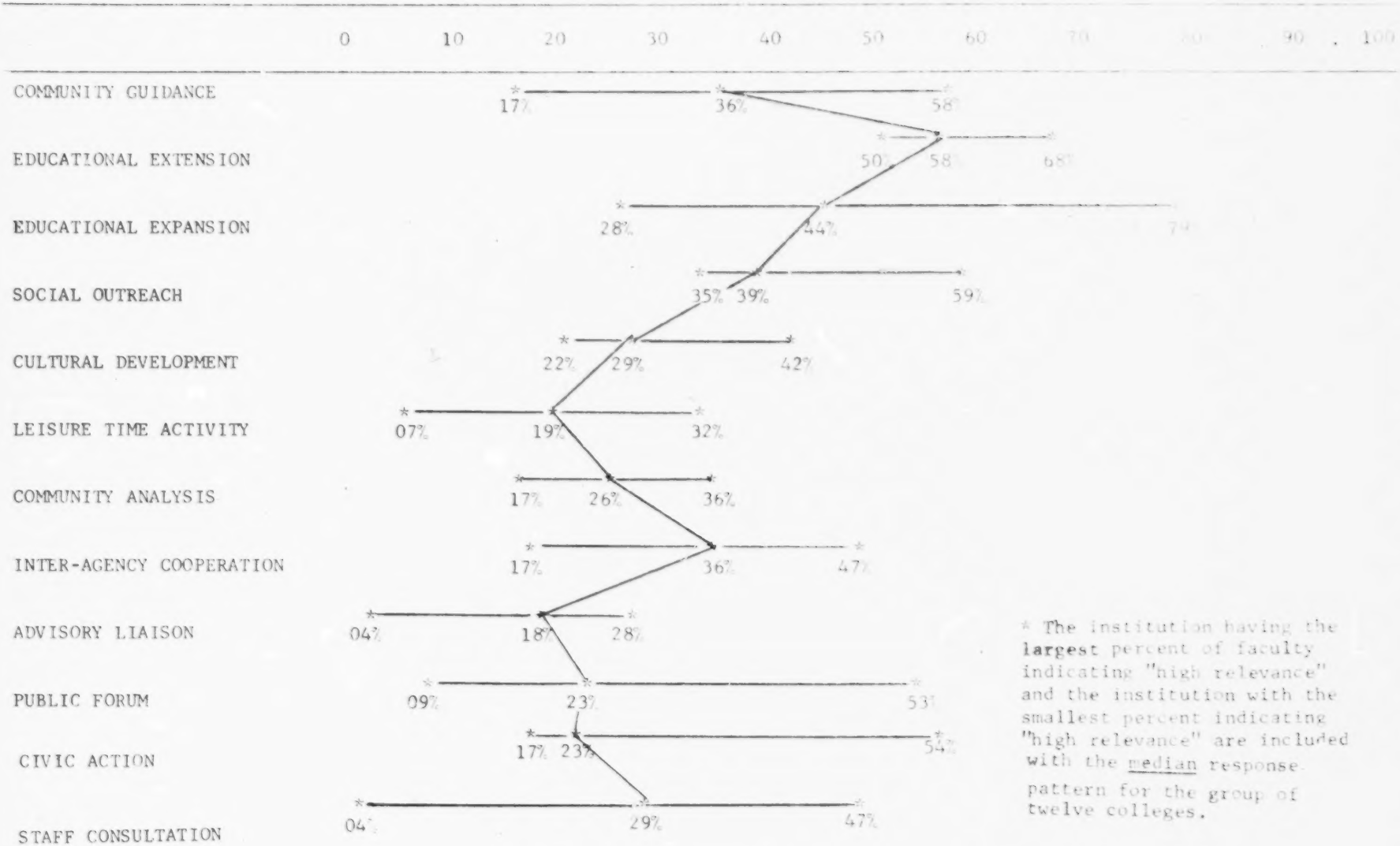
Table IV depicts the range and the median in percentages of faculty respondents who ascribe "high relevance" to each of the Individual Development (I) and Community Development (II) functions. The chart indicates that faculty respondents attach the greatest relevance to Educational Extension. In fact this is the only function with a median response in excess of 50%.

It was interesting to note that there was considerable variation in the range of percentages among various functions. For example, a range of more than forty percent from the most favorable to the least favorable response was noted in responses to four functions:

	"High Relevance" Rating		
	Highest Institution	Lowest Institution	Range In Percent
Educational Expansion	79%	28%	51%
Staff Consultancy	47%	04%	43%
Public Forum	53%	09%	42%
Community Guidance	58%	17%	41%

TABLE IV

PERCENTAGE OF FACULTY RESPONSES FROM EACH COLLEGE ASCRIBING HIGH RELEVANCE TO VARIOUS COMMUNITY SERVICES FUNCTIONS (RANGE OF RESPONSES AND MEDIAN RESPONSE) *



* The institution having the **largest** percent of faculty indicating "high relevance" and the institution with the smallest percent indicating "high relevance" are included with the median response pattern for the group of twelve colleges.

The next matter of concern was the degree to which faculty members might express interest in becoming involved in the implementation of the various functions. Some faculty members might well ascribe relevance to a function but not necessarily wish to participate. The willingness to become involved was seen therefore as an important reflection of faculty favorableness and perhaps a better indication of probability of support for development.

TABLE V

PERCENT OF FACULTY EXPRESSING
HIGH OR VERY HIGH INTEREST IN INVOLVEMENT

	Percentage of Faculty			
	Highest College	Lowest College	Median College	Rank Order
I. Individual Development				
Community Guidance	40%	14%	33%	6.5
Educational Extension	77%	50%	60%	1.0
Educational Expansion	85%	39%	55%	2.0
Social Outreach	63%	29%	43%	3.0
Cultural Development	52%	23%	33%	6.5
Leisure Time Activity	42%	10%	24%	12.0
II. Community Development				
Community Analysis	55%	12%	26%	10.0
Inter-Agency Cooperation	76%	22%	34%	5.0
Advisory Liaison	44%	04%	25%	11.0
Public Forum	43%	21%	29%	9.0
Civic Action	52%	16%	31%	8.0
Staff Consultancy	56%	17%	42%	4.0

It would appear from Table V that the level of interest within the Median Seattle-Area faculty ranges from about 60% in the Educational Extension function to 24% in the Leisure-Time Activity functions. Perhaps the most remarkable finding here is that at least one in four faculty members is favorable toward personal involvement in most of the functions. When one compares rank order of interest (Table V) with rank order of relevancy (Table IV) he finds them almost identical with one noteable exception. Community Analysis ranks number five (out of twelve ranks) in relevancy but ranks number ten in faculty

interest in involvement. While there is no precise explanation one possibility is that faculty respondents perceive this activity as requiring special skills which they may not possess.

When asked to indicate the degree of their willingness to participate in the community services program on a part-time basis it was interesting to note (in a separate question) that one in five faculty members indicated that they would accept the invitation enthusiastically. (See faculty questionnaire for exact term.)

V. Implications for Development

As one examines the data it is quite apparent that conditions for increasing development of community services are quite favorable. Both faculty and administration indicate positive attitudes toward a wide range of community services functions. Their collective response patterns suggest that a high degree of support can be expected for expanding Educational Extension, Educational Expansion, and Social Outreach Functions. Administrators can be expected to push for stronger programs of Community Development which use advisory assistance from key members of the community and which seek to establish stronger cooperative alignments with community agencies and institutions. Also it would appear from the response of administrators that they may prefer a centralized approach in implementation of community services since a majority of them rated Program Management, Public Information, Professional Development, and Program Evaluation as "of primary importance." This emphasis on managerial functions may tend to reflect a preference for a centralized approach to community services rather than a less centralized or diffused approach.

What then are the implications for long range planning and development for the Seattle Consortium? There is little doubt that well conceived and managed community services programs will increase student enrollment, affect

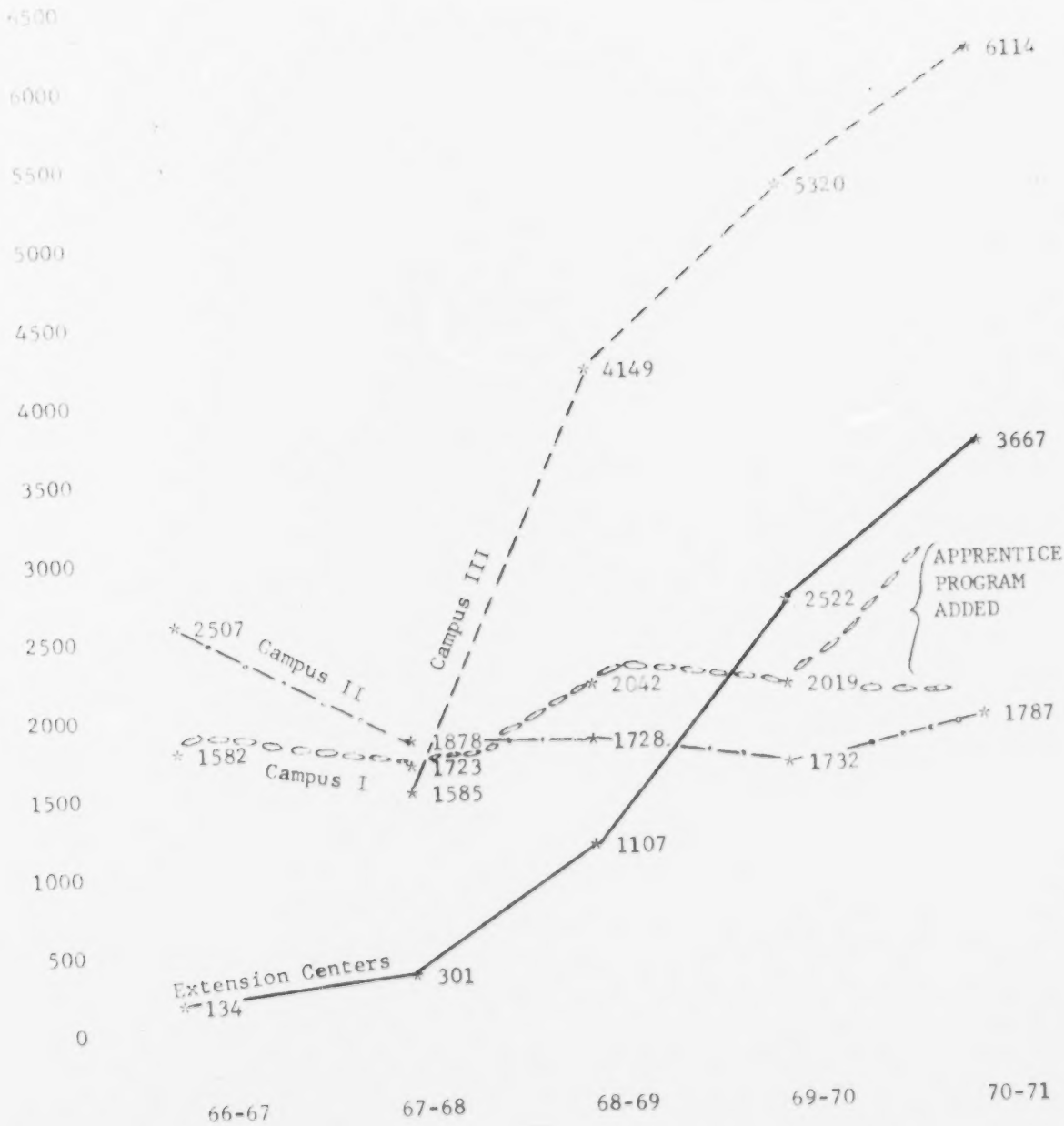
the composition of the student body, and alter curriculum planning with subsequent effects on facilities development and staff recruitment. How much impact, will be greatly influenced by the type and amount of support at state levels. It is no secret that the tax override for community services in California produced the most comprehensive implementation on a state-wide basis of any state in the nation. Even without any change in state support patterns, it is likely that a commitment to community services programs will have a variety of influences on planning.

Implications of Educational Extension - The Wayne County Community College in the Detroit Area is currently servicing approximately 15,000 students with no central campus. While this was intended as a stop-gap measure to demonstrate the need for a community college in that area it has also been a dramatic testimony to the utility of the extension approach. In nearby Oakland Community College which has developed a high level sophistication in operating Educational Extension, twenty-eight extension centers are currently supplementing three campuses. Table VI depicts the growth rate for each of the campuses and the extension centers over a period of four years.

One can see from the chart that these extension centers account for about one-fourth of the current enrollment of 15,142 enrolled. Mr. Walter Fightmaster who directs the Community Services Program and who has been in charge of the development of the extension centers estimates that about fifty percent of the students who attended the centers probably would not have been attracted to college any other way.

TABLE VI

COMPARATIVE STUDENT ENROLLMENT PATTERNS
AT
OAKLAND COMMUNITY COLLEGE



Not only will an extension center emphasis alter the student enrollment, it has obvious ramifications for the composition of the student populations. Outreach efforts to facilitate college attendance inevitably have a favorable impact upon the attendance of adults. Timidity is perhaps the most restrictive force on adult attendance. When the Center is near the home and one can risk "the college venture" with a friend or in a familiar surrounding, it helps to overcome the timidity. Neighborhood extension centers located in high schools or elementary schools can make the first college class almost as natural as PTA.

If the extension system works well, it can have dramatic effect on the nature of the facilities at the center campus. Instead of typical classroom facilities, the center campuses can focus on more specialized facilities such as laboratories, learning resource centers, auditoriums, and gymnasiums.

Educational Extension is not the only function having institutional impact. The short courses, institutes, in-plant training programs that are part of the effort to expand education beyond the restrictions of the credit hour and into the relevance of every day needs and problems can operate as an educational magnate for adults. The major restriction on development in this area (aside from imagination) tends to be finances and reward systems. The cost of various Educational Expansion activities are not readily reimbursed in most states though there have been some break-throughs as in Illinois.

Community Guidance Impact - In addition to the impact of Educational Extension and Expansion on institutional planning is the potential impact of well-designed adult guidance centers. The writer recently completed an appraisal of the New York State Guidance Center which was established by Governor Rockefeller four years ago. The Center was affiliated with Rockland Community College.

As a part of the appraisal the enrollment pattern of adult women was studied over a period of five years and also compared to similar patterns in two community colleges in adjoining counties. Over a five year period the percentage of adult women attending the college rose steadily from 17% to 35%. When compared to the adult women population in colleges of adjoining counties only 2.4% were found in one of the community colleges and 13.8% in another comparable college.

The Guidance Center counseled approximately 400 women per year and provided an information center for another 2000 each year. While some of the counseled women chose to enter the local college, it was equally apparent that many women were there merely as a result of the favorable climate toward continuing education created by news releases and information from the center.

If the twelve colleges in the Seattle consortium were to cooperate in establishing adult guidance centers throughout the greater Seattle ares, the impact is apt to be similar to the response in the Rockland area of New York. This is a specific illustration as to how a community services function can alter the composition of the student body.

Implications for Curriculum and Instruction - If it is true that a well managed comprehensive program of community services affects the size of enrollment the nature of the student population and the design of facilities on the center campus, it is only logical that it will eventually shape the curriculum and the instructional program particularly if some faculty members do become involved in community action programs. Such programs quickly identify manpower needs and paraprofessional opportunities. Faculty members are unlikely to reach the same material in classes after their involvement in such things as pollution control, drug abuse programs, cultural exchange programs in ethnic areas etc. Relevance is natural - not forced.

SUGGESTED INFORMATIONAL INPUTS FOR DEVELOPMENT

OF

EDUCATIONAL EXTENSION, EXPANSION, AND SOCIAL OUTREACH

Educational Extension

1. Master list of all educational agencies and institutions, (and key personnel) which offer post secondary courses that are readily available and used by the adult population of the area with list of offerings.

2. Roster of potentially available faculty and "credentialed" community members listed according to experience in teaching various courses.

3. Master list of all educational facilities potentially available for extension use and rated for suitability according to the following variables:

   a. Adequacy of classroom facilities for adults
   b. Cost of rental and maintenance
   c. Proximity to arterial freeways
   d. Proximity to industrial plants, hospitals or shopping areas
   e. Security and convenience of parking facilities
   f. Suitability for child-care
   g. Accessibility of food, refreshments, etc.

4. Mailing list of neighborhood information centers through which course offerings and schedules can be disseminated.

5. Master list of adult educators (address and phone numbers) in area and their assigned territories or regions.

6. Master schedule of courses in consortium on all campuses and at all centers to insure necessary sequences and to avoid unnecessary gaps or overlaps in offerings.

Educational Expansion

1. Monitored system of manpower needs provided by Employment Security Commission or developed through semi-annual survey of industry and business of the area.

2. Mailing list of union officials and unior halls for distribution of information regarding up-grading courses in trades.

3. Mailing list of area persons concerned with or responsible for management training in business and industry.

4. Mailing addresses of plants with in-plant training facilities including descriptive information regarding current in-plant training programs.

5. Master calendar from other institutions and agencies of planned courses, seminars, institutes, and short courses (by season of year.)

Social Outreach

1. Master list of all agencies (and directors) specifically designed to assist the disadvantaged with coded description of the major areas of operations (i.e. housing, employment, welfare, guidance, etc.)

2. Master list of churches and pastors in ghetto areas to whom information can be sent regarding programs.

3. Master list of all programs designed explicitly for paraprofessional and new careers training, and descriptive information regarding range of service and numbers served by each program.

4. Master list of all state and federal programs of support for programs to serve the disadvantaged through educational institutions with designation of the current grants (type and amount) to Seattle Area agencies and institutions.

APPENDICES

A Community Services Inventory for Community Colleges

Administrative Judgements Regarding the Importance of Selected Community Services Functions

Faculty Assessment of Community Service Function

FACULTY ASSESSMENT OF COMMUNITY SERVICE FUNCTIONS

Max R. Raines

YOUR PHILOSOPHICAL POSITION:

1 - Highly relevant

2 - Relevant

3 - In-between

4 - Irrelevant

5 - Highly irrelevant

Instructions: The following list of service functions have been implemented in some community colleges. We are interested in your judgement of the relevancy of each function for your college at this time. Also we would like to know the degree of your personal interest in participating in the implementation of any of the functions. (Please assume that participation would involve either released time or other appropriate compensation).

YOUR PERSONAL INTEREST IN PARTICIPATING:

1 - Enthusiastic

2 - Quite interested

3 - Interested

4 - Not very interested

5 - Opposed

Please note when responding that 1 is the same distance from 2 as 2 is from 3 and 3 is the same distance from 4 as 4 is from 5. Thus 3 is equal distance from relevant and irrelevant.

___ 1. Community Guidance Function: Providing community members with opportunities of self-discovery and development through individual and group counseling processes; e.g., aptitude-interest testing, individual interviews, career information, job placement, family life, etc.. ___

___ 2. Educational Extension Function: Increasing the accessibility of the regular courses and curricula of college by extending their availability to the community-at-large; e.g., evening classes, TV courses, "weekend college," neighborhood extension centers. ___

___ 3. Educational Expansion Function: Programming a variety of educational, upgrading and new career opportunities which reach beyond the traditional limitations of college credit restrictions; e.g., institutes, seminars, tours, short courses, contractual in-plant training, etc.. ___

___ 4. Social Outreach Function: Organizing action programs to increase the earning power, educational level, and political influence of disadvantaged; e.g., ADC mothers, unemployed males, educationally deprived youth, welfare recipients, etc.. ___

___ 5. Cultural Development Function: Expanding opportunities for community members to participate in a variety of cultural activities; e.g., fine art series, art festivals, artists in residence, community theatre, ethnic cultural festivals. ___

___ 6. Leisure-Time Activity Function: Expanding opportunities for community members to participate in a variety of recreational activities; e.g., sports instruction, outdoor education, summer youth programs, senior citizen activities, etc.. ___

___ 7. Community Analysis Function: Collecting and analyzing significant data which reflect existing and emerging needs of the community and which can serve as a basis for developing the community service program of the college; e.g., analyzing census tracts, analyzing manpower data, conducting problem oriented studies, identifying roles and goals of organizations, etc.. ___

___ 8. Inter-Agency Cooperation Function: Establishing adequate linkage with related programs of the college and community to supplement and coordinate rather than duplicate existing programs; e.g., calendar coordination, information exchange, joint committee work, etc. ___

___ 9. Advisory Liaison Function: Identifying and involving (in an advisory capacity) key members of the various sub-groups with whom cooperative programs are being planned; e.g., community services advisory council, ad hoc advisory committee etc. ___

___ 10. Public Forum Function: Developing activities designed to stimulate interest and understanding of local, national, and world problems; e.g., public affairs pamphlets, "town" meetings, TV symposiums, etc. ___

___ 11. Civic Action Function: Participating in cooperative efforts with local government, business, industry, professions, religious and social groups to increase the resources of the community to deal with major problems confronting the community; e.g., community self-studies, urban beautification, community chest drives, air polution, etc. ___

___ 12. Staff Consultation Function: Identifying, developing, and making available the consulting skills of the faculty in community development activities; e.g., consulting with small businesses, advising on instructional materials, designing community studies, instructing in group lesdership, laboratory testing, etc. ___

BIOGRAPHICAL DATA

Check One

Your institution	Your department	Primarily Transfer	Primarily Occupational

1. Personal data: age _____ sex _____ parenthood _____ yes _____ no

2. Do you live in the community where your college is located? _____ yes _____ no

3. Have you taught extension classes for your college? _____ Another college? _____

4. How do you feel about having older students in your classes?

   _____ prefer them _____ they're Ok _____ rather not _____ no preference

5. How would you describe your recent involvement in community life?

   _____ highly active _____ quite active _____ on again, off again

   _____ rather inactive _____ totally inactive

6. Assuming some choice of responsibilities and activities, how would you react to a part-time assignment in a community services program?

   _____ would accept it enthusiastically _____ would accept it willingly

   _____ would tolerate it _____ would prefer to avoid it _____ would refuse it

ADMINISTRATIVE JUDGEMENTS
REGARDING THE IMPORTANCE OF
SELECTED COMMUNITY SERVICE FUNCTIONS

_____

_____ _____

Respondent College

_____

Position

How long have you been with this college? _____

How long have you held this position? _____

How many years of administrative experience in community colleges? ___years

ADMINISTRATIVE JUDGEMENTS
REGARDING
COMMUNITY SERVICES FUNCTIONS

Instructions: The accompanying list of functions has gained wide acceptance as defining the nature of a comprehensive community services program for community colleges. Not all colleges have implemented nor desire to implement every function.

Please check the relative importance of each function for achievement of the objectives of your college.

I INDIVIDUAL DEVELOPMENT

1. COMMUNITY GUIDANCE FUNCTION: Providing community members with opportunities of self-discovery and development through individual and group counseling processes; e.g., aptitude-interest testing, individual interviews, career information, job placement, family life, etc.

___ Primary ___ Secondary ___ Limited

2. EDUCATIONAL EXTENSION FUNCTION: Increasing the accessibility of the regular courses and curricula of college by extending their availability to the community-at-large; e.g., evening classes, TV courses, "weekend college," neighborhood extension centers.

___ Primary ___ Secondary ___ Limited

3. EDUCATIONAL EXPANSION FUNCTION: Programming a variety of educational, up-grading and new career opportunities which reach beyond the traditional limitations of college credit restrictions; e.g., institutes, seminars, tours, short courses, contractual in-plant training, etc.

___ Primary ___ Secondary ___ Limited

4. SOCIAL OUTREACH FUNCTION: Organizing action programs to increase the earning power, educational level, and political influence of disadvantaged; e.g., ADC mothers, unemployed males, educationally deprived youth, welfare recipients, etc.

___ Primary ___ Secondary ___ Limited

5. CULTURAL DEVELOPMENT FUNCTION: Expanding opportunities for community members to participate in a variety of cultural activities; e.g., fine art series, art festivals, artists in residence, community theatre, ethnic cultural festivals.

___ Primary ___ Secondary ___ Limited

6. LEISURE-TIME ACTIVITY FUNCTION: Expanding opportunities for community members to participate in a variety of recreational activities; e.g., sports instruction, outdoor education, summer youth programs, senior citizen activities, etc.

___ Primary ___ Secondary ___ Limited

II COMMUNITY DEVELOPMENT

7. COMMUNITY ANALYSIS FUNCTION: Collecting and analyzing significant data which reflect existing and emerging needs of the community and which can serve as a basis for developing the community service program of the college; e.g., analyzing census tracts, analyzing manpower data, conducting problem oriented studies, identifying roles and goals of organizations, etc.

___ Primary ___ Secondary ___ Limited

8. INTER-AGENCY COOPERATION FUNCTION: Establishing adequate linkage with related programs of the college and community to supplement and coordinate rather than duplicate existing programs; e.g., calendar coordination, information exchange, joint committee work, etc.

___ Primary ___ Secondary ___ Limited

9. ADVISORY LIAISON FUNCTION: Identifying and involving (in an advisory capacity) key members of the various sub-groups with whom cooperative programs are being planned; e.g., community services advisory council, ad hoc advisory committee etc.

___ Primary ___ Secondary ___ Limited

10. PUBLIC FORUM FUNCTION: Developing activities designed to stimulate interest and understanding of local, national, and world problems; e.g., public affairs pamphlets, "town" meetings, TV symposiums, etc.

___ Primary ___ Secondary ___ Limited

11. CIVIC ACTION FUNCTION: Participating in cooperative efforts with local government, business, industry, professions, religious and social groups to increase the resources of the community to deal with major problems confronting the community; e.g., community self-studies, urban beautification, community chest drives, air polution, etc.

___ Primary ___ Secondary ___ Limited

12. STAFF CONSULTATION FUNCTION: Identifying, developing, and making available the consulting skills of the faculty in community development activities; e.g., consulting with small businesses, advising on instructional materials, designing community studies, instructing in group leadership, laboratory testing, etc.

___ Primary ___ Secondary ___ Limited

III PROGRAM DEVELOPMENT

13. PUBLIC INFORMATION FUNCTION: Interpreting programs and activities of community services to the college staff as well as to the community-at-large and coordinating releases with the central information services of the college.

___ Primary ___ Secondary ___ Limited

14. PROFESSIONAL DEVELOPMENT FUNCTION: Providing opportunities and encouragement for staff members to up-grade their skills in program development and evaluation; e.g., professional affiliations, exchange visitations, professional conferences, advanced graduate studies, etc.

___ Primary ___ Secondary ___ Limited

15. PROGRAM MANAGEMENT FUNCTION: Establishing procedures for procuring and allocating the physical and human resources necessary to implement the community services program; e.g., staff recruitment, job descriptions, budgetary development, etc.

___ Primary ___ Secondary ___ Limited

16. CONFERENCE PLANNING FUNCTION: Providing professional assistance to community groups in the planning of conferences, institutes and workshops; e.g., registration procedures, program development, conference evaluation, etc.

___ Primary ___ Secondary ___ Limited

17. FACILITY UTILIZATION FUNCTION: Encouraging community use of college facilities by making them readily accessible, by facilitating the scheduling process, and by designing them for multi-purpose activities when appropriate; e.g., campus tours, centralized scheduling office, conference rooms, auditorium design, etc.

___ Primary ___ Secondary ___ Limited

18. PROGRAM EVALUATION FUNCTION: Developing with the staff the specific objectives of the program, identifying sources of data, and establishing procedures for gathering data to appraise the probable effectiveness of various facets of the program; e.g., participant ratings, attendance patterns, behavioral changes, program requests, etc.

___ Primary ___ Secondary ___ Limited

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